



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

2207 North Dobson Road, Chandler, AZ 85224

Ball Charter Schools (Dobson)

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2004-05 Performing Plus
2003-04 Excelling
2002-03 Highly Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Dr. George L. Ellis
Schedule : 08:00 AM to 04:00 PM
Grades : K-8
2005 Enrollment : 576
Web Address : www.dobsonacademy.org
Phone Number : (480) 855-6325
Fax Number : (480) 855-6323
E-mail : gellis@dobson.ball-charter.k12.az.us

Mission

The mission of Dobson Academy, is to provide a high quality education that emphasizes core academic excellence. This is delivered in a nurturing partnership, where parents, students and staff work together to form a successful educational program.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05 Met
2003-04 Met
2002-03 Met

School Improvement Status (b)

2004-05 N/A
2003-04 N/A
2002-03 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Develop horizontal and vertical teaming processes to ensure curricular grade-level expectations are planned, implemented, assessed, and met, as aligned with the Arizona Academic Standards.
- ü Create a Leadership Team that has the priorities of analyzing, measuring, and monitoring the progress of academic achievement, as well as implementing teaching best practices, and parent satisfaction, as it relates to the total school program.
- ü Develop and implement a comprehensive behavior program that promotes common school practices regarding behavioral expectations for staff and students. A nurturing environment conducive for teaching and learning is an expected outcome.
- ü Develop a 'literacy focus' to strengthen student performance in reading and writing, as measured by NRT and State Assessment. Teachers observe classroom instruction and give professional feedback regarding evidence of the focus and student progress.

Enrollment

October 1, 2004 School Year Student Enrollment : 574
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2004-05 : 565

Instructional Programs

- ü Harcourt Trophies Reading / L.A. Program
- ü Waterford Early Reading Computer Program
- ü Guided Reading & Literature Circles
- ü Accelerated Reader Program
- ü Accelerated Mathematics Program
- ü Literacy Centers & Open Court Program
- ü Writer's Workshop
- ü Hands-On Science & Mathematics

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/3/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

Dobson Academy communicates frequently regarding student progress, school information, and school activities. Safety and learning are high priorities for all staff. We welcome parent involvement as volunteers or in established leadership roles.

Parents

Parents sign an agreement of support form to partner with the school. Policies and procedures: uniform dress code, behavioral standards and expectations, completed work, and daily attendance are stressed. Parent volunteerism and leadership are desired from all parents.

Transportation Policy

Dobson Academy does not provide transportation for students unless a student's IEP requires the school to do so.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Boys Charter School State Basketball, Champions	2005
ü Girls Chrt Sch State: Bsktball, 3rd PI/Softball, 2nd PI	2005
ü Year Four, A.B.I. Grant, A.D.E.	2004
ü Excelling School, A.D.E.	2004

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	71	71	79306	99	99	99	471	471	445	3	3	10	6	6	18	59	59	51	31	31	20
All Students (Prior Year)	64	64	75509	98	98	100	538	538	521	5	5	13	20	20	23	34	34	33	41	41	31
Female	39	39	38691	100	100	99	466	466	446	3	3	10	11	11	18	63	63	52	24	24	20
Male	32	32	40583	97	97	99	479	479	445	4	4	11	0	0	18	54	54	50	42	42	21
African American	NC	NC	4041	NC	NC	99	NC	NC	426	NC	NC	17	NC	NC	23	NC	NC	50	NC	NC	10
Hispanic	NC	NC	32869	NC	NC	99	NC	NC	429	NC	NC	15	NC	NC	25	NC	NC	51	NC	NC	10
Asian/Pacific Islander	NC	NC	1935	NC	NC	99	NC	NC	474	NC	NC	3	NC	NC	9	NC	NC	48	NC	NC	40
American Indian/Alaskan Native	NC	NC	4264	NC	NC	100	NC	NC	419	NC	NC	19	NC	NC	30	NC	NC	45	NC	NC	6
White	51	51	36197	98	98	99	471	471	463	4	4	5	6	6	11	57	57	53	32	32	31
Students with Disabilities	NC	NC	10321	NC	NC	100	NC	NC	389	NC	NC	30	NC	NC	27	NC	NC	34	NC	NC	9
Students without Disabilities	67	67	69060	99	99	98	471	471	454	3	3	7	6	6	17	60	60	54	31	31	22
Limited English Proficient Students	--	--	15509	--	--	100	--	--	406	--	--	20	--	--	30	--	--	45	--	--	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	12	12	39415	92	92	96	458	458	431	8	8	15	0	0	25	75	75	50	17	17	10
Non-Economically Disadvantaged	59	59	39966	100	100	100	474	474	459	2	2	6	8	8	12	56	56	52	35	35	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	71	71	79395	99	0	99	482	482	446	0	0	9	9	9	25	72	72	55	19	19	11
All Students (Prior Year)	63	63	75492	97	97	100	533	533	519	5	5	12	8	8	16	48	48	47	39	39	24
Female	39	39	38743	100	0	100	486	486	451	0	0	7	11	11	24	66	66	57	24	24	12
Male	32	32	40618	97	0	99	475	475	440	0	0	11	8	8	27	81	81	53	12	12	9
African American	NC	NC	4052	NC	NC	100	NC	NC	434	NC	NC	11	NC	NC	29	NC	NC	54	NC	NC	6
Hispanic	NC	NC	32915	NC	NC	99	NC	NC	426	NC	NC	15	NC	NC	35	NC	NC	47	NC	NC	4
Asian/Pacific Islander	NC	NC	1936	NC	NC	99	NC	NC	468	NC	NC	3	NC	NC	14	NC	NC	63	NC	NC	19
American Indian/Alaskan Native	NC	NC	4271	NC	NC	100	NC	NC	420	NC	NC	15	NC	NC	42	NC	NC	41	NC	NC	2
White	51	51	36221	98	0	99	482	482	465	0	0	4	9	9	15	70	70	63	21	21	17
Students with Disabilities	NC	NC	10331	NC	NC	100	NC	NC	388	NC	NC	25	NC	NC	37	NC	NC	34	NC	NC	4
Students without Disabilities	67	67	69139	99	0	99	482	482	454	0	0	7	10	10	24	71	71	58	19	19	11
Limited English Proficient Students	--	--	15545	--	--	100	--	--	399	--	--	21	--	--	42	--	--	35	--	--	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	12	12	39484	92	0	96	461	461	429	0	0	14	17	17	35	83	83	47	0	0	4
Non-Economically Disadvantaged	59	59	39986	100	0	100	486	486	461	0	0	4	8	8	16	69	69	63	23	23	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	71	71	78869	99	99	99	432	432	442	2	2	6	34	34	21	61	61	63	3	3	10
All Students (Prior Year)	63	63	75053	97	97	99	617	617	597	2	2	7	6	6	12	85	85	72	6	6	9
Female	39	39	38536	100	100	99	444	444	458	0	0	4	32	32	15	63	63	67	5	5	14
Male	32	32	40302	97	97	99	414	414	428	4	4	8	38	38	26	58	58	60	0	0	7
African American	NC	NC	4015	NC	NC	99	NC	NC	430	NC	NC	8	NC	NC	24	NC	NC	61	NC	NC	7
Hispanic	NC	NC	32606	NC	NC	98	NC	NC	426	NC	NC	8	NC	NC	27	NC	NC	60	NC	NC	5
Asian/Pacific Islander	NC	NC	1925	NC	NC	99	NC	NC	471	NC	NC	3	NC	NC	11	NC	NC	64	NC	NC	22
American Indian/Alaskan Native	NC	NC	4245	NC	NC	100	NC	NC	423	NC	NC	9	NC	NC	26	NC	NC	61	NC	NC	4
White	51	51	36078	98	98	99	435	435	459	0	0	4	36	36	16	60	60	66	4	4	14
Students with Disabilities	NC	NC	10246	NC	NC	100	NC	NC	367	NC	NC	18	NC	NC	39	NC	NC	40	NC	NC	4
Students without Disabilities	67	67	68697	99	99	98	432	432	454	2	2	4	34	34	18	61	61	67	3	3	11
Limited English Proficient Students	--	--	15339	--	--	100	--	--	399	--	--	11	--	--	31	--	--	54	--	--	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	12	12	39106	92	92	95	423	423	427	8	8	8	25	25	28	67	67	59	0	0	5
Non-Economically Disadvantaged	59	59	39837	100	100	100	434	434	457	0	0	4	37	37	14	60	60	67	4	4	15

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	72	72	78906	100	100	99	507	507	498	9	9	13	16	16	19	61	61	48	13	13	20
All Students (Prior Year)	74	74	76019	100	100	100	507	507	499	18	18	14	26	26	39	16	16	14	41	41	33
Female	38	38	38644	95	95	99	500	500	500	8	8	12	22	22	19	59	59	49	11	11	19
Male	31	31	40236	97	97	99	518	518	497	11	11	15	7	7	19	63	63	46	19	19	20
African American	NC	NC	4087	NC	NC	99	NC	NC	481	NC	NC	20	NC	NC	24	NC	NC	45	NC	NC	11
Hispanic	13	13	31938	100	100	99	501	501	481	8	8	19	17	17	25	58	58	46	17	17	10
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	536	NC	NC	5	NC	NC	8	NC	NC	45	NC	NC	42
American Indian/Alaskan Native	NC	NC	4593	NC	NC	100	NC	NC	467	NC	NC	26	NC	NC	29	NC	NC	39	NC	NC	6
White	46	46	36483	100	100	99	506	506	517	12	12	7	19	19	13	60	60	51	9	9	30
Students with Disabilities	10	10	10664	100	100	100	471	471	430	11	11	42	56	56	27	33	33	26	0	0	5
Students without Disabilities	62	62	68310	98	98	98	513	513	509	9	9	9	10	10	18	66	66	51	16	16	22
Limited English Proficient Students	--	--	12573	--	--	100	--	--	454	--	--	27	--	--	30	--	--	38	--	--	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	22	22	38679	96	96	96	495	495	483	14	14	20	14	14	25	62	62	45	10	10	10
Non-Economically Disadvantaged	50	50	40295	100	100	100	513	513	513	7	7	7	17	17	13	61	61	50	15	15	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	72	72	78908	100	0	99	507	507	484	3	3	10	6	6	23	79	79	58	12	12	9
All Students (Prior Year)	74	74	76020	100	100	100	509	509	503	20	20	25	20	20	23	46	46	40	14	14	12
Female	38	38	38648	95	0	99	506	506	489	0	0	8	11	11	22	78	78	61	11	11	10
Male	31	31	40233	97	0	99	510	510	479	7	7	12	0	0	25	78	78	55	15	15	8
African American	NC	NC	4092	NC	NC	99	NC	NC	473	NC	NC	12	NC	NC	28	NC	NC	54	NC	NC	5
Hispanic	13	13	31940	100	0	99	501	501	465	0	0	16	8	8	32	83	83	49	8	8	3
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	507	NC	NC	4	NC	NC	13	NC	NC	65	NC	NC	18
American Indian/Alaskan Native	NC	NC	4569	NC	NC	100	NC	NC	457	NC	NC	18	NC	NC	39	NC	NC	41	NC	NC	2
White	46	46	36502	100	0	99	509	509	502	5	5	4	5	5	14	77	77	67	14	14	15
Students with Disabilities	10	10	10665	100	0	100	486	486	423	0	0	30	22	22	36	78	78	31	0	0	2
Students without Disabilities	62	62	68312	98	0	98	510	510	493	3	3	7	3	3	21	79	79	62	14	14	10
Limited English Proficient Students	--	--	12556	--	--	100	--	--	436	--	--	24	--	--	40	--	--	35	--	--	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	22	22	38662	96	0	96	506	506	468	0	0	16	5	5	32	90	90	49	5	5	3
Non-Economically Disadvantaged	50	50	40315	100	0	100	508	508	498	4	4	5	7	7	15	74	74	66	15	15	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	72	72	78750	100	100	99	529	529	500	4	4	6	15	15	29	75	75	63	6	6	2
All Students (Prior Year)	74	74	75673	100	100	100	550	550	530	5	5	12	27	27	25	65	65	58	3	3	4
Female	38	38	38586	95	95	99	543	543	515	3	3	4	5	5	22	84	84	71	8	8	3
Male	31	31	40135	97	97	99	516	516	486	4	4	8	30	30	35	67	67	56	0	0	1
African American	NC	NC	4081	NC	NC	99	NC	NC	488	NC	NC	8	NC	NC	32	NC	NC	59	NC	NC	2
Hispanic	13	13	31841	100	100	99	510	510	483	0	0	8	25	25	36	75	75	55	0	0	1
Asian/Pacific Islander	NC	NC	1802	NC	NC	98	NC	NC	533	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	NC	NC	4586	NC	NC	100	NC	NC	481	NC	NC	8	NC	NC	37	NC	NC	54	NC	NC	1
White	46	46	36440	100	100	99	529	529	516	7	7	3	12	12	22	74	74	71	7	7	4
Students with Disabilities	10	10	10622	100	100	100	448	448	415	33	33	21	22	22	50	44	44	28	0	0	1
Students without Disabilities	62	62	68196	98	98	98	542	542	513	0	0	3	14	14	25	79	79	69	7	7	3
Limited English Proficient Students	--	--	12504	--	--	100	--	--	451	--	--	12	--	--	44	--	--	43	--	--	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	22	22	38558	96	96	96	526	526	485	0	0	8	14	14	37	81	81	54	5	5	1
Non-Economically Disadvantaged	50	50	40260	100	100	100	530	530	514	7	7	3	15	15	21	72	72	72	7	7	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 ³

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	26	26	78250	100	100	99	551	551	548	24	24	21	8	8	18	60	60	48	8	8	13
All Students (Prior Year)	25	25	75001	100	100	99	464	464	468	42	42	37	38	38	36	13	13	16	8	8	10
Female	11	11	38071	100	100	99	568	568	549	9	9	20	0	0	19	82	82	49	9	9	12
Male	15	15	40126	100	100	99	539	539	547	36	36	23	14	14	17	43	43	46	7	7	14
African American	NC	NC	4058	NC	NC	99	NC	NC	523	NC	NC	32	NC	NC	22	NC	NC	41	NC	NC	5
Hispanic	NC	NC	29129	NC	NC	99	NC	NC	527	NC	NC	32	NC	NC	23	NC	NC	40	NC	NC	6
Asian/Pacific Islander	--	--	1747	--	--	100	--	--	589	--	--	9	--	--	9	--	--	50	--	--	32
American Indian/Alaskan Native	NC	NC	4996	NC	NC	100	NC	NC	518	NC	NC	36	NC	NC	25	NC	NC	36	NC	NC	4
White	16	16	38320	100	100	99	554	554	568	20	20	12	13	13	14	60	60	55	7	7	19
Students with Disabilities	NC	NC	9329	NC	NC	100	NC	NC	454	NC	NC	64	NC	NC	18	NC	NC	16	NC	NC	2
Students without Disabilities	21	21	68996	100	100	99	558	558	561	19	19	16	5	5	18	67	67	52	10	10	14
Limited English Proficient Students	--	--	10133	--	--	100	--	--	488	--	--	45	--	--	25	--	--	28	--	--	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	NC	NC	33388	NC	NC	94	NC	NC	530	NC	NC	32	NC	NC	22	NC	NC	40	NC	NC	5
Non-Economically Disadvantaged	20	20	44937	100	100	100	560	560	561	16	16	13	5	5	15	68	68	54	11	11	18

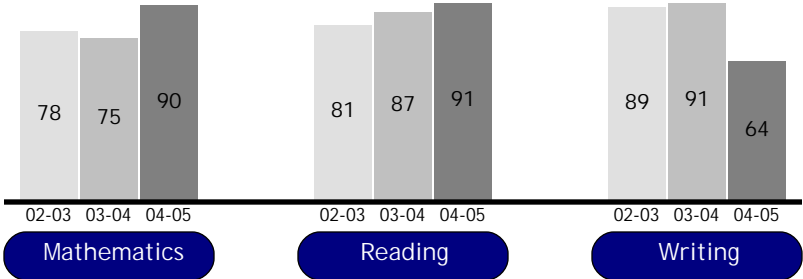
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	26	26	78302	100	0	99	523	523	512	0	0	11	24	24	25	72	72	57	4	4	7
All Students (Prior Year)	25	25	74918	100	100	99	499	499	497	32	32	32	20	20	19	32	32	35	16	16	15
Female	11	11	38082	100	0	99	536	536	518	0	0	8	9	9	24	91	91	61	0	0	7
Male	15	15	40166	100	0	99	513	513	507	0	0	14	36	36	26	57	57	54	7	7	6
African American	NC	NC	4064	NC	NC	100	NC	NC	498	NC	NC	14	NC	NC	29	NC	NC	54	NC	NC	3
Hispanic	NC	NC	29152	NC	NC	99	NC	NC	492	NC	NC	17	NC	NC	34	NC	NC	46	NC	NC	2
Asian/Pacific Islander	--	--	1746	--	--	100	--	--	542	--	--	5	--	--	13	--	--	66	--	--	16
American Indian/Alaskan Native	NC	NC	4993	NC	NC	100	NC	NC	484	NC	NC	19	NC	NC	38	NC	NC	42	NC	NC	1
White	16	16	38347	100	0	99	523	523	531	0	0	5	27	27	17	67	67	68	7	7	10
Students with Disabilities	NC	NC	9353	NC	NC	100	NC	NC	429	NC	NC	40	NC	NC	38	NC	NC	22	NC	NC	1
Students without Disabilities	21	21	69024	100	0	99	529	529	524	0	0	7	14	14	23	81	81	62	5	5	7
Limited English Proficient Students	--	--	10140	--	--	100	--	--	451	--	--	28	--	--	43	--	--	29	--	--	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	NC	NC	33398	NC	NC	94	NC	NC	495	NC	NC	18	NC	NC	35	NC	NC	46	NC	NC	2
Non-Economically Disadvantaged	20	20	44979	100	0	100	530	530	525	0	0	6	21	21	18	74	74	66	5	5	10

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	26	26	78094	100	100	99	554	554	545	0	0	3	12	12	18	88	88	77	0	0	2
All Students (Prior Year)	25	25	74503	100	100	99	504	504	491	8	8	9	20	20	32	60	60	51	12	12	8
Female	11	11	38025	100	100	99	589	589	558	0	0	2	0	0	13	100	100	82	0	0	2
Male	15	15	40013	100	100	99	527	527	534	0	0	5	21	21	23	79	79	71	0	0	1
African American	NC	NC	4037	NC	NC	99	NC	NC	532	NC	NC	4	NC	NC	22	NC	NC	73	NC	NC	1
Hispanic	NC	NC	29068	NC	NC	99	NC	NC	523	NC	NC	5	NC	NC	27	NC	NC	67	NC	NC	1
Asian/Pacific Islander	--	--	1743	--	--	100	--	--	577	--	--	2	--	--	9	--	--	82	--	--	8
American Indian/Alaskan Native	NC	NC	4981	NC	NC	100	NC	NC	526	NC	NC	4	NC	NC	25	NC	NC	70	NC	NC	0
White	16	16	38265	100	100	99	547	547	564	0	0	2	13	13	11	87	87	84	0	0	3
Students with Disabilities	NC	NC	9275	NC	NC	100	NC	NC	444	NC	NC	14	NC	NC	46	NC	NC	39	NC	NC	1
Students without Disabilities	21	21	68892	100	100	98	565	565	559	0	0	2	10	10	14	90	90	82	0	0	2
Limited English Proficient Students	--	--	10084	--	--	100	--	--	474	--	--	10	--	--	39	--	--	50	--	--	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	NC	NC	33296	NC	NC	94	NC	NC	527	NC	NC	5	NC	NC	27	NC	NC	67	NC	NC	0
Non-Economically Disadvantaged	20	20	44871	100	100	100	559	559	559	0	0	2	11	11	12	89	89	84	0	0	3

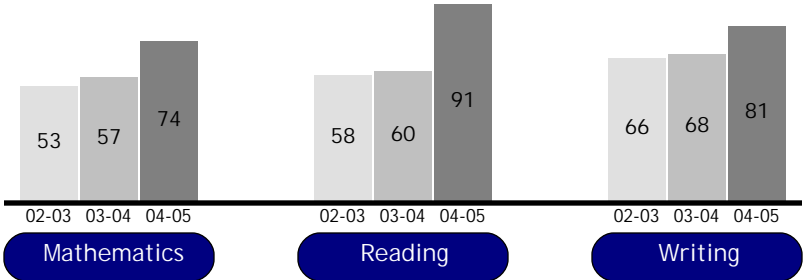
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

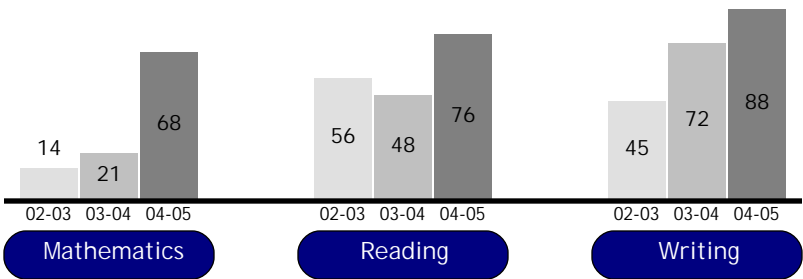
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	99	70	70	50	97	61	NA	58	99	61	61	47
	Language	100	58	58	43	96	56	56	50	99	62	62	47
	Mathematics	100	64	64	57	97	63	63	64	99	54	54	50
3	Reading	99	60	60	47	96	65	NA	55	99	60	60	44
	Language	100	63	63	54	96	67	67	61	99	59	59	44
	Mathematics	100	70	70	54	96	66	66	61	99	65	65	51
4	Reading	100	64	64	52	99	63	NA	56	98	60	60	48
	Language	99	61	61	48	100	56	56	52	98	64	64	49
	Mathematics	99	62	62	57	100	66	66	61	98	61	61	53
5	Reading	100	70	70	50	100	62	NA	55	100	62	62	50
	Language	100	57	57	46	100	56	56	49	100	60	60	50
	Mathematics	100	68	68	57	100	59	59	63	100	58	58	49
6	Reading	97	58	58	53	100	68	NA	56	100	67	67	51
	Language	100	50	50	45	100	63	63	48	100	60	60	47
	Mathematics	100	71	71	62	100	78	78	66	100	63	63	52
7	Reading	100	60	60	51	100	61	NA	54	100	54	54	50
	Language	100	71	71	54	97	66	66	58	100	56	56	52
	Mathematics	100	68	68	58	97	62	62	62	100	50	50	50
8	Reading	100	57	57	53	100	49	NA	55	100	55	55	51
	Language	100	59	59	49	100	54	54	52	100	56	56	50
	Mathematics	100	53	53	58	100	54	54	61	100	50	50	53

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 4 Teacher(s)
- 2 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- ü School Improvement Planning
- ü Developing School Personnel Capacity
- ü Student Academic Achievement
- ü Parent-Staff-Student Satisfaction
- ü Monitor Curriculum & Student Assessment
- ü Professional Development

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	31.00
Other Professional Staff	.00	Teacher Aide	10.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	7	3	0	0
4 to 6 years	3	0	0	0
7 to 9 years	4	2	0	0
10 or more years	5	7	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	84
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Hightly Qualified Teachers	7%

Resources Available at School Site

Special Facilities

- ü Classroom Computers (Mini-Labs)
- ü Library
- ü Computer Laboratory (2)
- ü MPR, large group & digital/audio display

Extracurricular Activities

- ü Student Council
- ü Yearbook Production & Publishing
- ü National Junior Honor Society
- ü Drama
- ü Intermurals & Jr. Hi CompetitiveSports
- ü Art/Music Lessons
- ü Cheerleading
- ü Enrichment Menu of Offerings

Social Services

- ü Before & After School Childcare
- ü Service Learning Programs
- ü Intergenerational Programs
- ü Jump Rope for Heart, Amer. Heart Assoc.
- ü ALIVE Volunteer Program
- ü Local Food Bank Drives
- ü OASIS Volunteers
- ü Local Donations of School Supplies

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Dobson Academy earned recognition from the Arizona Department of Education as an "Excelling" school for 2003-04.
- ü Vertical and horizontal teaming produced a realignment of curriculum and assessments. Four quarter planning, grade-level common practice, schoolwide best practices, staff development, and grade-level exit goals support delivery of the school mission.
- ü Dobson Academy was awarded the Arizona Behavioral Initiative Grant for the fourth year. School-wide behavior practices, Character Education, the Virtues Initiative and Peer Mediation support and improve a positive environment conducive to learning.
- ü Parents and staff have partnered to establish a school library with more than 8,000 titles and a literacy focus on reading for enjoyment and comprehension. The commitment to volunteering throughout the school exceeded 13,000 hours in 2004-05.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	97	95	94	95
Transfers Out Rates ⁵	11	12	12	17
Transfers In Rate ⁶	20	28	28	37
Stability Rate ⁷	89	87	87	82
Promotion Rate ⁸	95	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	3	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

The Arizona Behavioral Initiative, a fourth year grant from the State of Arizona, incorporates strategies that promote common behavioral expectations and practices. Increased positive behaviors of staff and students has resulted in a more orderly school environment. The student and staff Code of Conduct, facilities and parking lot, closed campus security, clinic procedures, as well as preparedness for fire and other emergency conditions, are part of the comprehensive safety program.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	George Ellis	(480) 855-6325
Transportation Policy	Jeri Perry	(480) 855-6325
Community Resources	Denise Cusimano	(480) 855-6325
School Nutrition Programs	Samantha Boothe	(480) 855-6325
Parent Organization	Nancy Mackowiak	(480) 855-6325
Student Health/Nurse	Denise Ryan	(480) 855-6325

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** Due to booklet size printing, print copies are produced in multiples of 4.